PE212

LEARNING ABOUT TEACHING:
PLANNING FOR LEARNING (P-6)

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	PE212
Unit name	Learning about Teaching: Planning for Learning (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Intermediate
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 30 hours Reading, study and assignment preparation, contribution to professional learning experiences 120 hours **TOTAL** **150 hours**
	Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	*Prerequisite:* ES123 Introduction to Teaching and Learning (P-6) *and* 30 credit points in the Discipline Studies strand
Rationale	<u>Enduring Understanding:</u> Effective preparation and planning provides a solid foundation for engaging teaching and learning. This unit is the first of four units for primary years pre-service teachers (P-6) to provide professional and practical experiences, supported by participation in a four week school placement. Pre-service teachers will be given the opportunity to develop core practices required for developmentally appropriate teaching and learning of students. This unit focuses on the specific requirements of planning, implementing and reflecting on teaching and learning including for primary years contexts (P-6). They will explore developing learning experiences grounded in relevant curriculum documentation, current pedagogical practice and Christian worldview perspectives unique to the learning needs of Prep-Year 2 and Year 3-6. Opportunity for pre-service teachers to integrate theory and practice is provided as part of the unit in the context of a school-based professional experience block of four weeks within a primary phase (P-6) classroom context. The planning concepts and processes addressed in this unit will form the basis for building deeper and broader expertise across all subsequent school-based professional experiences.
Prescribed text(s)	Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C. (2015). *Learning for teaching: Teaching for learning* (3rd ed.). South Melbourne, VIC: Cengage. Professional Experience Program Handbook available via the Moodle™ site for this unit. Selected readings will be available via the Moodle™ site for this unit.

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Recommended readings	**Books** Burggraaf, H. (Ed.). (2014). *Transformational education: A framework for Christian teaching*. Mt Evelyn, VIC: MECS. Frangenheim, E. (2012). *Reflections on classroom thinking strategies: Practical strategies to encourage thinking in your classroom* (10th ed.). Loganholme, QLD: Rodin Educational Publishing. Hudson, P. (2013). *Learning to teach in the primary school*. Port Melbourne, VIC: Cambridge University Press. Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). Boston, MA: Pearson. Killen, R. (2015). *Effective teaching strategies: Lessons from research and practice* (7th ed.). South Melbourne, VIC: Cengage Learning. Nash, R. (2014). *The active classroom: Practical strategies for involving students in the learning process* (2nd ed.). Thousand Oaks, CA: Corwin Press. Sellars, M. (2014). *Reflective practice for teachers*. Los Angeles, CA: SAGE. Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3rd ed.). Colorado Springs, CO: Purposeful Design. **Journals and Periodicals** *Teacher* *Asia-Pacific Journal of Teacher Education* **Websites** Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.acara.edu.au/home_page.html Australian Curriculum http://www.australiancurriculum.edu.au Australian Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/australianprofessional-standards-for-teachers/standards/list QCursive: A Queensland handwriting resource for lower primary https://learningplace.eq.edu.au/cx/resources/file/6ec3c227-4ee7-9d60-91cc-1eb43021a9d4/3/index.html Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au Scootle https://www.scootle.edu.au In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resource requirements	Nil

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Content	1. The core activities of teachers in school contexts: Introduction to planning for learning in primary contexts 2. Understanding the Prep-Year 2 and key learning areas for lesson planning: National and state curriculum documentation, general capabilities, specifically literacy, numeracy and digital literacies 3. Planning in primary contexts: Pedagogical strategies (including the use of ICTs), sequencing teaching and learning, and Christian worldview perspectives 4. Reviewing the ethical and conduct codes for teaching in Prep-Year 2 and Year 3-6 contexts 5. Reflecting on schools, teaching and feedback for future teacher practice 6. Christian worldview perspectives on pedagogical practices
Learning outcomes	On completion of this unit, pre-service teachers will have provided evidence that they have: 1. planned effective lessons across a range of learning areas in the primary school context based on relevant curriculum documentation; 2. utilised a range of developmentally appropriate teaching and learning strategies and resources including ICT when planning learning experiences; 3. developing an understanding of reflective practices to guide planning for learning; 4. demonstrated a capacity to engage in reflective practice in relation to personal and professional qualities relevant to the role of a teacher; 5. evaluated the links between theory and practice and the relationship to 'teaching Christianly'; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
Assessment tasks	**Task 1: Planning/Reflection** Learning Plan Word Length/Duration: 1 x 45-60 minute plan Weighting: 20% Learning Outcomes: 1-3, 6 Assessed: Week 7 **Task 2: Professional Experience Folio** Professional Experience Folio: Mentor Report, Lecturer Report, Professional Diary Word Length/Duration: 2,000 words Weighting: 50% Learning Outcomes: 1-6 Assessed: Week 14 **Task 3: Reflective Journal** Word Length/Duration: 1,500 words Weighting: 30% Learning Outcomes: 4-6 Assessed: Week 16

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Australian Professional Standards for Teachers (APST)	Successful completion of this unit will provide significant evidence about the following *Australian Professional Standards for Teachers*:		
	Graduate Teacher Standards	*Learning Outcomes*	*Assessment Tasks*
	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2	1, 2
	2.2 Organise content into an effective learning and teaching sequence.	1, 2	1, 2
	2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2	1, 2
	3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1, 2	1, 2
	3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1-3	1, 2
	3.3 Include a range of teaching strategies.	1, 2	1, 2
	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	2	2
	3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2	2
	4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2	1, 2
	4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	2	2
	6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	3, 4	2
	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	4, 5	2, 3
Unit summary	In conjunction with an embedded school-based professional experience, pre-service teachers will develop core knowledge and practices associated with planning, implementing and reflecting on learning experiences in the primary school context (Prep-Year 2 and Year 3-6).		

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